CALL TO ORDER

AGENDA MODIFICATIONS (Information)
This item allows for items to be removed from the Agenda or for items to be considered in a different order than they are presented in the published document. It is also an opportunity for both the Chair and the members to indicate an interest in pulling Items off the Consent Agenda to be considered separately. Items on the Consent Agenda are considered routine matters of business.

APPROVAL OF MINUTES (Consent/Information)
May 6, 2019 minutes

CHAIR’S REPORT (Action/Information)
- 2019-2020 Curriculum Committee Members - Welcome
- Approval Deadlines for Fall 2019
- 2019-2020 Goals

ARTICULATION UPDATES
None

SELECTED TOPICS (Consent/Action)
None

MINOR REVISIONS (Consent/Information)
None

DEACTIVATIONS (Consent/Action)
This course is no longer offered.
EDUC-203 Special Projects – Ghada Al-Masri

SUBCOMMITTEE APPROVALS/REPORTS

Distance Education Subcommittee (Action)
Approved for Hybrid and Fully Online:
ANTH-102 Cultural Anthropology
ANTH-103 Introduction to Archaeology
ANTH-104 Survey of North American Indian Cultures
ANTH-106 Magic, Witchcraft, and Religion
ANTH-107 Introduction to Linguistic Anthropology
CAOT-150 Excel for the Sciences
CAOT-151 Mathematical Computation and Communication
ENVS-108 Introduction to the Environment
MATH-900A Applications of Math I
MATH-900B Applications for Math II
MATH-951 Algebra I
MATH-952 Algebra II
MATH-992 Arithmetic and Pre-Algebra
PHIL-104 Logic
PHIL-107 Critical Thinking
PSY-102 Introduction to Experimental Psychology
PSY-105 Child Development
PSY-106 Adolescent Development
PSY-108  Human Development
PSY-112  Social Psychology
PSY-139  Psychology in the Workplace

Approved for Hybrid Only:
ANTH-101  Biological Anthropology
ESL-182RW  Reading and Writing, Level II
ESL-183RW  Reading and Writing, Level III
ESL-184RW  Reading and Writing, Level IV

General Education Subcommittee (Action)

Reaffirmations:
- Area IIIB, Humanities and Participatory Arts: ECS-314
- Area IVB, Analytical Thinking and Oral Communication: PHIL-104, PHIL-107
- Area VI, Intercultural/International Studies: ECS-309

New Approvals:
- Area II, Social and Behavioral Sciences: ECS-309
- Area VI, Intercultural/International Studies: ANTH-106

Deny Reaffirmations:
- None

Deny New Approval:
- Area IVC, Math Proficiency: PHIL-104
  - Course doesn’t utilize algebraic math, as per the area’s definition.
- Area VI, Intercultural/International Studies: PSY-108
  - Course is not wholly focused on a group in the area’s definition.

Remove from Plan A:
- Area IIIB: PHIL-104, PHIL-107

Student Learning Outcomes and Assessment

None

COURSE REACTIVATION (Consent/Action)

None

MAJOR COURSE REVISIONS (Consent/Action)

BRDC-135  Advanced Video Editing and Post-Production Recording – Gary Kauf
Change title from Final Cut Pro Suite Master. Change grading option from GR to GC. Add advisory: BRDC-134. Change catalog description: Students learn advanced video and audio editing techniques used in commercial film and video production including color correction, grading, ADR (Advanced Dialogue Replacement), and Foley Work. Change class schedule description: Students learn advanced video and audio editing techniques used in commercial film and video production, including color correction, grading, ADR (Advanced dialogue replacement), and Foley work. Revise counselor Information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks; supplies.
CS-101/ CNET-101  Introduction to Computers and Information Technology – Yong Gao
Remove advisory: ENGL-163. Change catalog description: This course is a general introduction to the area of computers and information technology, and is designed for all students. This survey course examines a broad overview of topics including software, hardware, the networking of computer systems, information technology, and survey of programming languages. Students explore the implications of this technology with regard to today's information society. Change class schedule description: This course provides an overview of computer hardware, software, networking, the Internet, information systems, and their applications and impacts. Revise counselor information; course assignments; methods of evaluation; methods of instruction; textbooks.

CS-118  Introduction to Assembly Language Programming – David Topham
Change catalog description: This course is an introduction to assembly language for computers. Topics include numbering systems, architecture, native machine instructions, memory addressing, subroutines, system calls, file I/O, and interaction between assembly language programs, the operating system, and other languages. Change class schedule description: This course provides an introduction to assembly language for computers. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks.

ECS-306  Guidance and Discipline of Young Children – Michele McDowell
Change catalog description: The principle of guidance and positive discipline based on contemporary research and child development is discussed in this course. Application of the principles of effective communication; understanding child development and behavior; appropriate limits and rules; and structuring problem solving and consequences are discussed. This course is appropriate for teachers, parents, and others working with children. Change class schedule description: This course covers principles of guidance and positive discipline for parents, teachers, and other adults working with children. Revise student learning outlines; course content; course assignments; methods of evaluation; textbooks.

ECS-307A4  Practicum – Field Experience – Janice Jones
Change catalog description: Under guided supervision, students utilize practical classroom experiences to make connections between theory and practice; develop professional behaviors; and build a comprehensive understanding of children and families. Reflective practice is emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Change class schedule description: Students observe, plan, and implement activities for young children as Assistant Teacher in the lab. Revise counselor information; course content; course assignments; methods of evaluation.

ENVS-142/ BIOL-142  Environmental Biology – Jeff Watanabe
Change catalog description: This lecture and lab course is an introduction to the biological sciences focusing on diversity; organismal interactions with their environment (ecology); the effects humans have had on biological diversity and ecosystems; and efforts to protect species and their habitats (conservation). No previous biology experience required. Change class schedule description: This course covers biology of organismal interactions and distribution; human environmental impact; and conservation of natural resources. Revise student learning outcomes; methods of evaluation; textbooks.

MUS-111B  Musicianship II – Tim Roberts
Change catalog description: This course continues the development and application of skills in sight-singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110B, Harmony. Change class schedule description: Students develop continued growth in sight singing, ear training, and ability to take musical dictation. Change field trips to May be Required. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.
MUS-111C  Musicianship III – Tim Roberts
Change catalog description: This course continues the development and application of skills in sight singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110C, Advanced Harmony. Change class schedule description: Students develop facility in sight singing, ear training, and the ability to take musical dictation. Change field trips to May be Required. Revise counselor information; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-111D  Musicianship IV – Tim Roberts
Change catalog description: This course continues the development and application of skills in sight singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110D, Advanced Harmony. Change class schedule description: Students develop facility in sight-singing, ear training, and the ability to take musical dictation. Change field trips to May be Required. Revise counselor information; course content; course assignments; methods of instruction; textbooks.

MUS-121  The History of Jazz – Tim Roberts
Remove advisories: ENGL-151B, ENGL-163. Change class schedule description: This course involves the study of jazz, its historical background, and its development in the world. Change field trips to May be Required. Revise student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-169A  Jazz Guitar – Timo Roberts
Change advisory: Some guitar playing ability required. Change catalog description: The course examines various aspects of jazz guitar with special emphasis on harmony and melodic improvisation in a group setting. Students need to supply their own electric or acoustic guitar. Change class schedule description: This course provides group instruction in jazz guitar performance. Students need to supply their own electric or acoustic guitar. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

MUS-169B  Blues/Rock Guitar – Tim Roberts
Remove prerequisite: Previous playing experience. Change catalog description: This course provides group instruction in blues/rock improvisation and accompaniment including lecture, demonstration, and in-class playing. Students need to supply their own electric guitar and small amp, or an acoustic guitar with light-gauge strings. Change class schedule description: This course provides group instruction in blues/rock improvisation and accompaniment. Students need to supply their own electric guitar and small amp, or an acoustic guitar with light-gauge strings. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

PS-102  Introduction to American Politics – Katherine Michel
Change title from Introduction to American Government. Change catalog description: This course provides an introduction to the principles of government and the practice of politics within the United States. The course examines political actors, institutions, processes, and policies at the federal, state, and local levels. Change class schedule description: Students learn about the principles and processes of government within the United States. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; methods of instruction; textbooks.

PS-103  Introduction to International Relations – Katherine Michel
Change title from International Relations. Change grading option from GC to GR. Change catalog description: This course provides an introduction to theories of international relations. The course examines the roles of sub-national, national, international, and transnational actors, and considers how their institutions, interactions, and processes relate to contemporary global issues. Change class schedule description: Students learn about the analytical study of the relations between states. Revise counselor information; student learning outcomes; course content; course assignments; methods of evaluation; textbooks.
TD-178  Fundamentals of Rigging – Matt O’Donnell
Remove advisory: TD-150. Change advisory: Ability to climb ladders and lift 40 pounds. Change catalog
description: This course offers an introduction to the rigging systems and equipment commonly used in
the entertainment industry. Through a combination of classroom and lab, earn the fundamental concepts
of safe rigging techniques. Change class schedule description: This course provides an introduction to
rigging systems, equipment, and safe practices and procedures for the entertainment industry. Revise
student learning outcomes; course content; course assignments; methods of evaluation; methods of
instruction; textbooks.

NEW COURSES – CREDIT (Action)

ESPTS-101  Introduction to Esports – Debi Lemon
54.00 hours lecture
Units: 3.00
This is an introductory course where students examine the history and grassroots growth of competitive
esports. Students review the wide variety of careers that have spawned in this dynamic industry, and
examine popular esports communication and streaming applications. Students learn about the games
with the largest competitions, both in the commercial world as well as collegiate and high school leagues.
Students demonstrate understanding of how emerging technologies enabled large scale viewership
supporting the remarkable rise of esports as an industry. (GC)

MM-103  History of Games and Play – Isabel Reichert
54.00 hours lecture
Units: 3.00
Accepted for Credit: CSU
This course examines the historical and cultural role of analog and electronic games, the current
industrial landscape, and possible future developments in technology, design and gaming culture. The
course investigates the socio-cultural impacts of interactive entertainment and explores how games help
construct beliefs and morals, develop ideologies and shape identity and in turn, how culture and society
are expressed in gameplay. Students will explore and analyze historical and contemporary games and
their cultural context while reading current research and theory from a variety of sources in the sciences,
social sciences, humanities, and the industry. (GR)

MM-159  Introduction to Social Media – Isabel Reichert
36.00 hours lecture
18.00 hours lab
Units: 2.00
Accepted for Credit: CSU
This course is an introduction to social media and social media platforms such as Twitter, Facebook,
twitch, Snapchat, LinkedIn, and others for career, community building, communication, and marketing.
Social media technologies enable individuals to create, collaborate, promote, and share messages with
audiences and communities. Students explore the possibilities and limitations of social media and have
hands-on experience with several forms of social media/platform technology. Class discussions,
presentations by students, readings, case studies, and invited speakers, highlight new, effective
strategies and applications of these platforms. (GR)

TD-117  Musical Theatre Performance – Michael Smith
216.00 hours lab
Units: 4.00
Accepted for Credit: CSU
Prerequisite: Audition
This course is designed to familiarize students with the principles and complexities involved in the
preparation of a musical theatre production. Specific instruction is given to actors, dancers, and singers in
taking and implementing direction and applying it in a theatrical production. (GR)
**NEW COURSES – NONCREDIT (Action)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Hours</th>
<th>Description</th>
<th>Repeatable</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-916B</td>
<td>Basic Business English Writing II</td>
<td>Amber Hatter</td>
<td>36.00</td>
<td>This noncredit course is designed to provide students with additional skills necessary to effectively compile documents for business applications. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)</td>
<td></td>
</tr>
<tr>
<td>CAOT-920B</td>
<td>Beginning Word Processing II</td>
<td>Amber Hatter</td>
<td>36.00</td>
<td>This noncredit course allows students to acquire additional word processing functions within the word processing program for business application. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)</td>
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<tr>
<td>CAOT-921B</td>
<td>Beginning Spreadsheet Software II</td>
<td>Amber Hatter</td>
<td>36.00</td>
<td>This is a noncredit course introducing additional software function tools for creating spreadsheets for business applications. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)</td>
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</tr>
<tr>
<td>CAOT-923</td>
<td>Email for Business</td>
<td>Amber Hatter</td>
<td>9.00</td>
<td>This noncredit introductory course teaches students how to use email for business. Students learn how to compose, save, print, and send email and attachments. Not applicable to associate degree. Repeatable = Unlimited times, per Title 5 §55002(c)(4) (CR)</td>
<td></td>
</tr>
</tbody>
</table>

**REQUISITES (Action)**

None

**DEGREES/CERTIFICATES (Action)**

Deactivated Degrees and Certificates:

None

Revised Degrees and Certificates:

- Certificate of Accomplishment: Music Theory
- Certificate of Accomplishment: Piano Performance
- Certificate of Achievement: Early Childhood Studies
- Associate in Arts for Transfer: History

New Degrees and Certificates:

- Certificate of Completion: Business Support Specialist II
- Certificate of Achievement: 3D

Revised Degrees and Certificates

**Music Theory: Certificate of Accomplishment – Tim Roberts**

The Music Department at Ohlone College has developed the Music Theory Certificate of Accomplishment to recognize the completion of acquired skills in the field of music theory and musicianship. Students who demonstrate the personal dedication and passion to finish this program are rewarded with an expanded skills set in music theory and musicianship; the conceptual tools to apply the same techniques to other life tasks; and the continued pride of program completion. This certificate is a stepping stone on the path to either the Ohlone Associate in Arts in Music or the Associate in Arts in Music for Transfer.

Requirements for certificate of accomplishment:

a. complete satisfactorily the courses listed for the particular certificate.
b. complete at least 50% of the required units at Ohlone College.
c. maintain a 2.0 grade point average.
Student Learning Outcomes
1. Demonstrate the ability to analyze musical compositions in terms of form, language, and historical style.
2. Apply theoretical knowledge to the performance and creation of music.
3. Develop basic skills in sight-reading and ear training

MAJOR FIELD
MUS-110A Music Theory and Harmony 3
MUS-110B Harmony 3
MUS-111A Musicianship I 1
MUS-111B Musicianship II 1
MUS-160A Beginning Class Piano 1

- Change catalog description.
- Change student learning outcomes.
- Remove MUS-102.
- Change total units from 12 to 9.

Piano Performance: Certificate of Accomplishment – Tim Roberts
Completion of this certificate demonstrates that students have attained basic piano proficiency, some performance experience, and a basic understanding of music theory. This certificate is also a stepping stone on the path to either the Associate in Arts in Music or the Associate in Arts in Music for Transfer.

Requirements for certificate of accomplishment:
  a. complete satisfactorily the courses listed for the particular certificate.
  b. complete at least 50% of the required units at Ohlone College.
  c. maintain a 2.0 grade point average.

Student Learning Outcomes
1. Demonstrate an intermediate level of piano technique.
2. Demonstrate a basic knowledge of music theory.
3. Develop an understanding and appreciation of the place of piano repertoire in the history and evolution of both Western and Non-Western music styles.
4. Exhibit increased confidence when performing before an audience.

MAJOR FIELD
MUS-103 Fundamentals of Music 3
MUS-166A Applied Music 1

Complete three courses from the following courses:
*Students may test out of this course using credit by exam. Credit by exam can only be used to complete one out of the three required piano courses. At least two semesters of class piano must be completed in residence.
MUS-160A Beginning Class Piano 1
MUS-160B Class Piano 1
MUS-160C Class Piano 1
MUS-160D Class Piano 1
MUS-160E Piano Repertoire 1
MUS-160F Piano Repertoire 1

Total Units = 4

Complete one course from the following courses:
MUS-101 Music Appreciation: Western Classical Music 3
MUS-102 Music Appreciation 3
MUS-121 The History of Jazz 3

Total Units = 3
• Change catalog description.
• Reduce total units of required Piano courses (MUS-160A-F) from 4 to 3.
• Change total units from 11 to 10.
• Reduced total units. Students only need three units selecting from MUS-160A-F.

Early Childhood Studies: Certificate of Achievement – Janice Jones
The Early Childhood Studies Certificate of Achievement at Ohlone College prepares students for employment in child development programs including preschools, children's centers, family childcare centers, school age programs, and infant and toddler programs. The Ohlone College program meets or exceeds the requirements for teachers in centers and programs licensed in the State of California by the Department of Social Services. The program also meets the requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing. All Early Childhood Studies majors should plan to follow the suggested flow of courses, beginning with ECS-300. Options in a particular area of child development involve the completion of an additional six to nine units in courses specific to that area. The Certificate of Achievement is also aligned with the Associate in Arts in Early Childhood Studies, allowing students to easily pursue the associate degree if they choose to do so.

Requirements for Certificate of Achievement:
   a. Complete Major Field courses.
   b. Complete at least six units at Ohlone College.
   c. Maintain a 2.0 grade point average in Major Field courses.

Student Learning Outcomes
1. Examine factors affecting child development in family relationships, while demonstrating an understanding of diverse family and cultural groups, their rituals and traditions in the United States of America.
2. Demonstrate understanding, application and implementation of Developmentally Appropriate Practices (DAP) in the Early Childhood Environment (ECE) and reporting to agencies as needed within a variety of curriculum philosophies; and development of child and professional portfolios.
3. Demonstrate the ability to: identify and describe typical development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child's development.
4. Illustrate the understanding of biological, psychological, physical and linguistic development processes of children from conception through adolescence.
5. Demonstrate knowledge of a variety of observation and assessment methods and tools used to assess children's typical and atypical development and behavior, apply assessment data to develop developmentally appropriate classroom and individual curriculum plans, guidance and discipline plans, developmentally appropriate environments, and the development of both child and professional portfolios.

MAJOR FIELD
ECS-300 Principles and Practices of Teaching Young Children 3
ECS-301 Childhood Growth and Development 3
ECS-302 Introduction to Curriculum 4
ECS-303 Child, Family, and Community 3
ECS-304 Observation and Assessment 4
ECS-305 Health, Safety, and Nutrition 3
ECS-306 Guidance and Discipline of Young Children 3
ECS-307A4 Practicum - Field Experience 4
ECS-309 Teaching In A Diverse Society 3

Total Units = 30

• Change catalog description.
• Change student learning outcomes.
History: Associate in Arts for Transferr – Heather McCarty

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an “associate degree for transfer,” a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts in History for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

Historians analyze the events and processes of the past, both to gain more understanding of human nature, in any place and at any time, and to explain the distinctive dynamics of particular societies, usually in regional and chronological contexts. Moreover, historical study is a fundamental contribution to liberal, humanistic education and the development of critical intelligence. Hence Ohlone’s history courses are intended to strengthen critical reading, writing, and thinking skills that students will use in any field of study and/or profession. In addition, studying the past prepares students to better discharge the responsibilities of citizenship. Most careers in history require education beyond the associate degree and some require a graduate degree. The most common career options for students with history preparation include archivist, business person, diplomatic corps, government analyst, historian, journalist, lawyer, librarian, museum curator, park historian, professor, teacher, and writer.

Requirements for Associate in Arts for Transfer Degree:

a. Complete Required Core, List A, and List B (Areas 1 and 2) courses with a grade of C or better.
b. Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c. Complete 60 CSU-transferable semester units.
d. Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework.
e. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA.
f. Please consult with a counselor for more information.
g. Complete 18 semester units in the History major.
h. Complete at least 12 units at Ohlone College.

Student Learning Outcomes

1. Demonstrate knowledge of and assess the significance of the cause and effect relationship among various issues, groups, and events; key social, political, and economic forces; and major concepts and theoretical perspectives in history.
2. Understand the interpretive nature of the field of history by analyzing, interpreting, and differentiating between primary and secondary sources used by each discipline.
3. Construct hypotheses demonstrating critical thinking, reading, and writing skills.

Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HIST-117A</td>
<td>History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST-117B</td>
<td>History of the United States</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Units = 6</strong></td>
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List A

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-106A</td>
<td>World History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106B</td>
<td>World History Since 1500</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Units = 6</strong></td>
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List B: Area 1

Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHS-102A</td>
<td>Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B</td>
<td>Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST-109</td>
<td>History of Modern East Asia</td>
<td>3</td>
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<tr>
<td>HIST-110</td>
<td>History of Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
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<tr>
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</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
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<tr>
<td>HIST-115</td>
<td>Asian-American History</td>
<td>3</td>
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<tr>
<td>HIST-116</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>3</td>
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<tr>
<td>HIST-119A</td>
<td>Bad Girls: Women in America Before 1890</td>
<td>3</td>
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<tr>
<td>HIST-119B</td>
<td>Bad Girls: Women in America From 1890</td>
<td>3</td>
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</table>

**Total Units = 6**

**List B: Area 2**
Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

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<th>Course Code</th>
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<tbody>
<tr>
<td>CHS-102A</td>
<td>Chicana/o History I</td>
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<tr>
<td>CHS-102B</td>
<td>Chicana/o History II</td>
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<tr>
<td>HIST-104A</td>
<td>Western Civilization With a World Perspective until 1600</td>
<td>3</td>
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<tr>
<td>HIST-104B</td>
<td>Western Civilization With a World Perspective From 1600</td>
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<tr>
<td>HIST-105</td>
<td>History of California</td>
<td>3</td>
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<td>HIST-109</td>
<td>History of Modern East Asia</td>
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<tr>
<td>HIST-110</td>
<td>History of Modern Latin America</td>
<td>3</td>
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<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
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<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
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<tr>
<td>HIST-115</td>
<td>Asian-American History</td>
<td>3</td>
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<tr>
<td>HIST-116</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>3</td>
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<tr>
<td>HIST-118</td>
<td>Contemporary U.S. History: 1945 -</td>
<td>3</td>
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<tr>
<td>HIST-119A</td>
<td>Bad Girls: Women in America Before 1890</td>
<td>3</td>
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<tr>
<td>HIST-119B</td>
<td>Bad Girls: Women in America From 1890</td>
<td>3</td>
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<tr>
<td>HIST-141</td>
<td>History of Rock and Roll: Music and Culture of the 1950's</td>
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<tr>
<td>HIST-142</td>
<td>History of Rock and Roll: Music and Culture of the 1960's</td>
<td>3</td>
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<tr>
<td>PS-102</td>
<td>American Government</td>
<td>3</td>
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<tr>
<td>PS-103</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td>PS-105</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units = 3**

**Total Units = 18**

- Removed HIST-104A and HIST-104B from List A.
- Remove HIST-106A, HIST-106B from List B: Area 1.
- Add HIST-109, HIST-110, HIST-116 to List B: Area 1.

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**New Degrees and Certificates**

**Certificate of Completion (Noncredit): Business Support Specialist II – Amber Hatter**
This noncredit certificate teaches students advanced skills on how to create more complex business documents. Students also gain additional skills in how to write and format business documents. This is the second certificate in a series of three Business Support Specialist certificates.

Requirements for certificate of completion:
- complete all of the courses at Ohlone College.

**Student Learning Outcomes**
1. Identify and effectively use the principles of verbal and written communication in a variety of business documents.

**MAJOR FIELD**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-916B</td>
<td>Basic Business English Writing II</td>
<td>36</td>
</tr>
<tr>
<td>CAOT-920B</td>
<td>Beginning Word Processing II</td>
<td>36</td>
</tr>
<tr>
<td>CAOT-921B</td>
<td>Beginning Spreadsheet Software II</td>
<td>36</td>
</tr>
<tr>
<td>CAOT-923</td>
<td>Email for Business</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Hours = 117**
3D: Certificate of Achievement – Katie Frank
The 3D Certificate of Achievement signifies that students have acquired skills in the fundamentals of three dimensional art. This certificate provides a firm foundation for continued study in any field of 3D arts: sculpture, glass, ceramics, or installation arts. In addition, students will explore self, identity, culture and the history of 3D arts. Attaining this certificate of achievement is the foundation for completion of the Associate in Arts in Studio Arts for Transfer.

Requirements for certificate of achievement:
   a. Complete Major Field courses.
   b. Complete at least six units at Ohlone College.
   c. Maintain a 2.0 grade point average in Major Field courses.

Student Learning Outcomes
  1. Evaluate and critique art objects for contextual, formal, and technical success.
  2. Demonstrate an understanding of the historical and contemporary aspects of 3D art and apply that knowledge to the students’ own work.
  3. Apply the basic techniques presented to the media selected for a particular project and integrate history, theory, and criticism.

MAJOR FIELD
ART-103A Survey of Western Art from Prehistory through the Middle Ages 4
or
ART-103B Survey of Western Art from Renaissance to Contemporary 4
ART-104B 3D Design 3
ART-105A Glass Art and Design 3
ART-116A Basic Sculpture 3
ART-121A Introductory Ceramics I 3
ART-127 Site Specific Socially Engaged Installation Art 3

Total Units = 19

ISSUES (Action/Information)
None

ANNOUNCEMENTS:
• Screening/Norming Meeting: Monday, September 16, 2019, 3:00pm-5:00pm, Fremont campus 7104
• Issues Meeting: Monday, October 7, 2019, 3:00pm-5:00pm, Fremont campus 7101, NC1317, and Zoom Video Conference